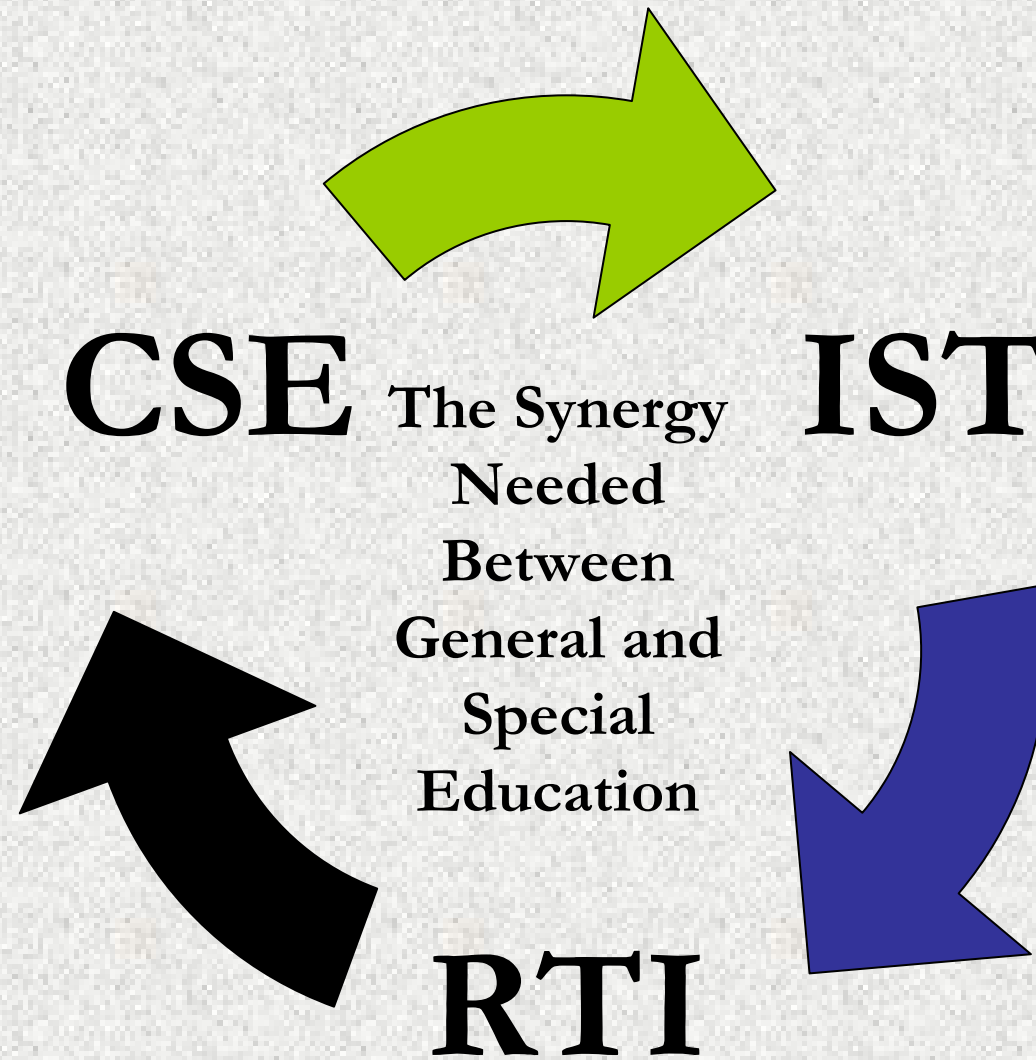


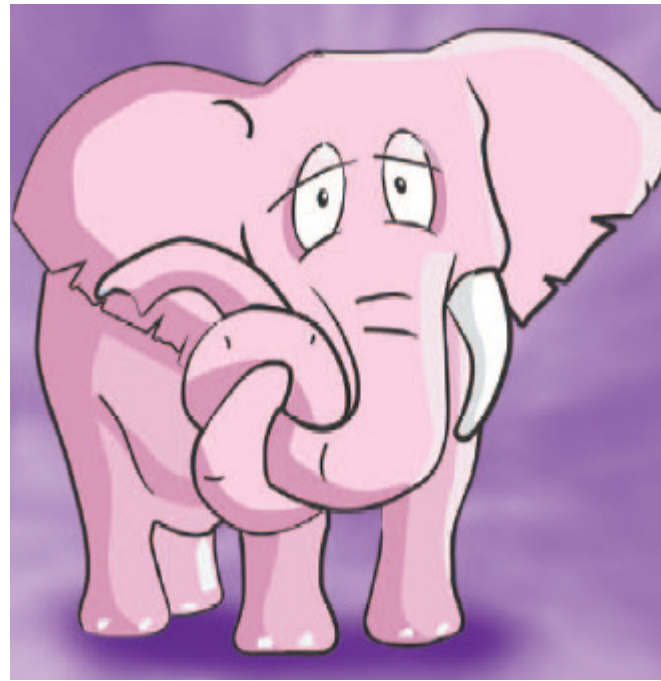
MIDDLE SCHOOL



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Setting the Stage...

- What is your most vivid **memory** of your own schooling... elementary, middle, or high school?



2 Keys to Dealing With Adolescents



- Don't embarrass them
- Make a connection with them

RTI - Background

- Since 1977, the population of students labeled “learning disabled” in America has continuously risen almost 200%. Because of this, the Department of Education was forced to look at the way we were determining how a student became “learning disabled”.

Background Continued...

- *For the past 30 years, Federal Regulations have used the “discrepancy model” to identify a child as disabled*

The Discrepancy Model:

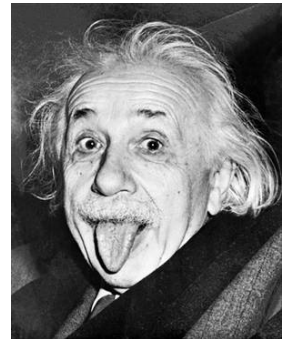
- a teacher or parent requested a child be tested
- the child was given a battery of achievement (academic ability) and cognitive (IQ) tests
- Test results were reviewed. If it was found that a child had a large enough discrepancy between their potential (IQ) and their actual achievement then the child would be labeled learning disabled.

The Paradigm Shift Begins...

- Realizing the ever growing number of special education students, the Department Of Education noted the “insanity” of continuing the same process.

*“Insanity is continuing to do what you
have always done and expecting
different results”*

- Albert Einstein



IDEA

- IDEA (Individuals with Disabilities Education Act) was reauthorized in 2004. Part of the reauthorization was a noted change in the way children would be identified as learning disabled.
- *“The IQ discrepancy criterion is potentially harmful to students as it results in delaying intervention until the student’s achievement is sufficiently low so that the discrepancy is achieved”* (Assistance to States for the Education of Children with Disabilities, 2005)

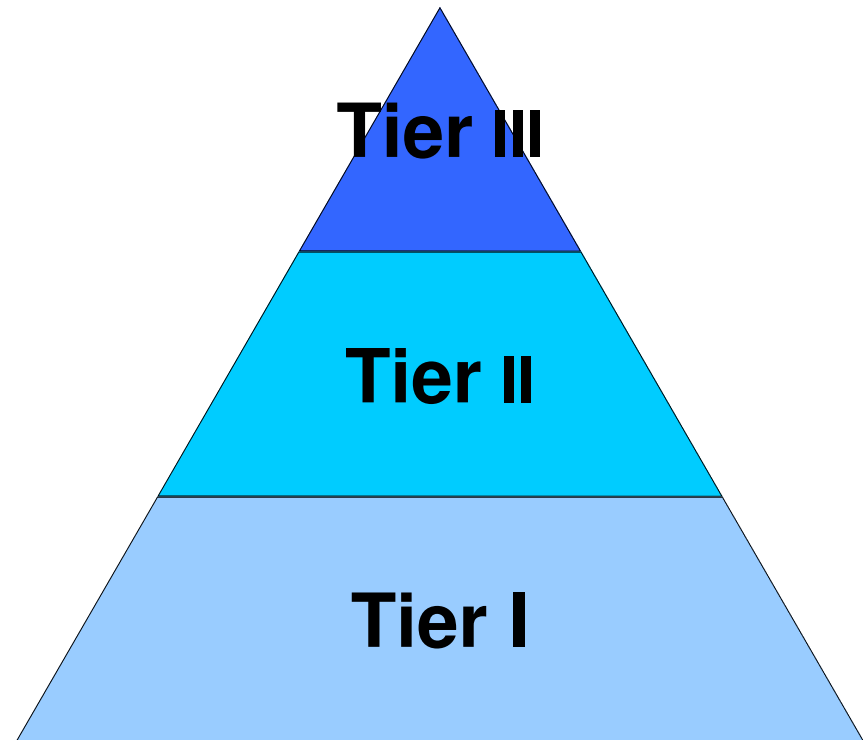
What does NYS Say:

- RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities.

<http://www.vesid.nysed.gov/specialed/publications/policy/RTIfinal.pdf>

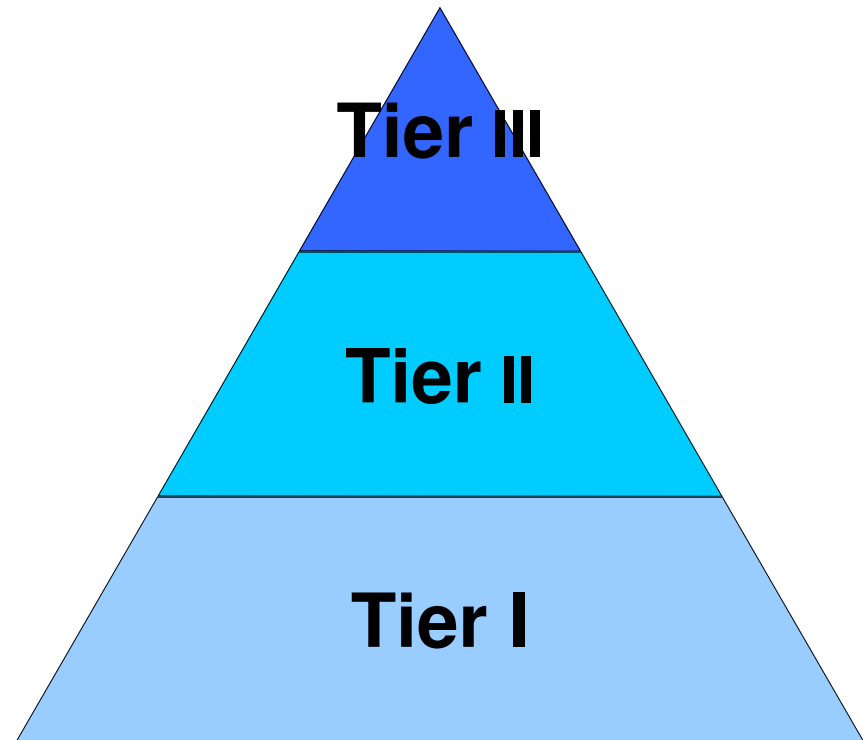
RtI Models

- Most include at least **three** tiers
- Problem Solving Approach
- Standard Treatment Protocol



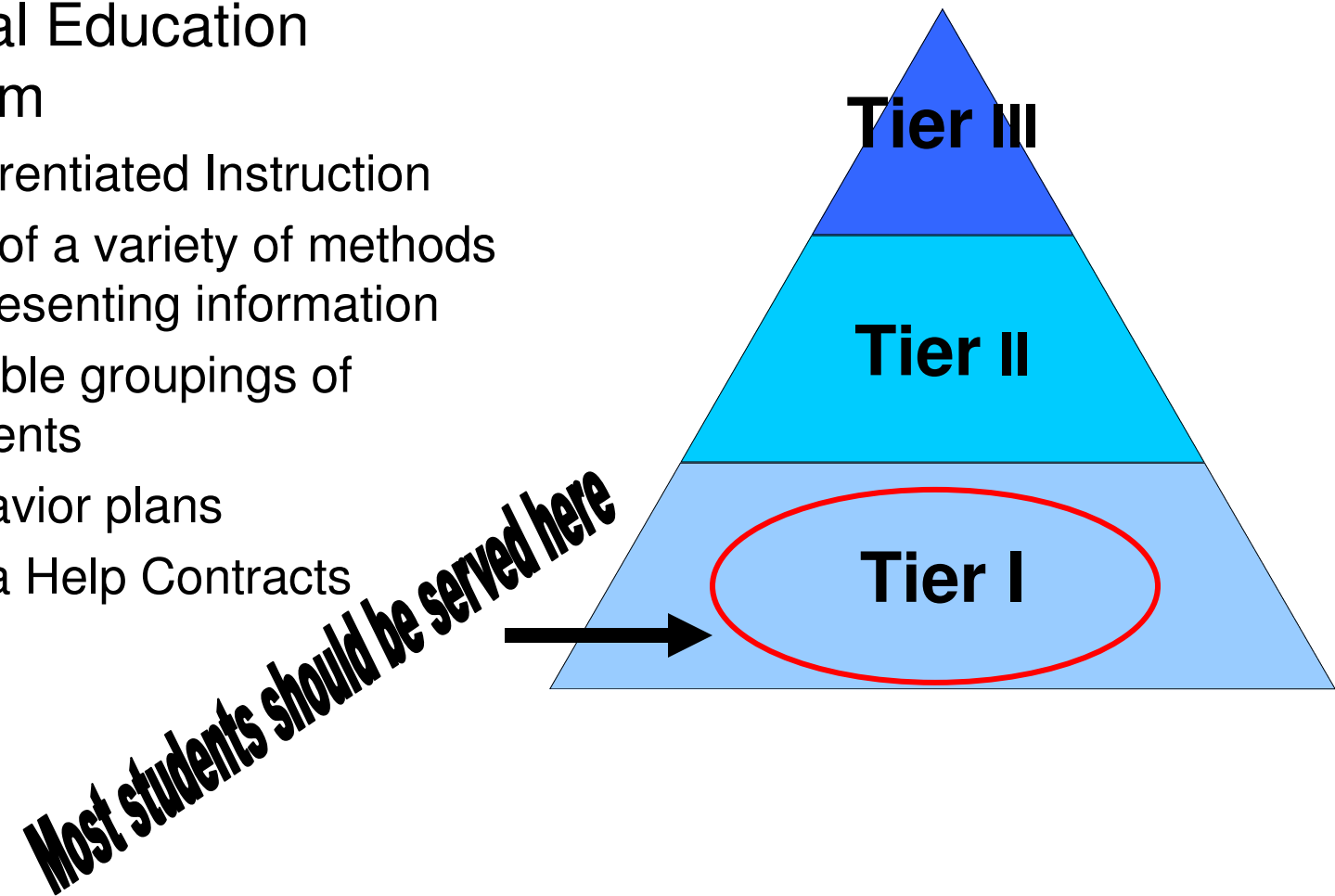
The Three Tier Model

- A child CANNOT be classified as Learning Disabled until the three tier model is followed and data is provided to show little or no response to specific interventions (this process can take as long as 18 weeks)



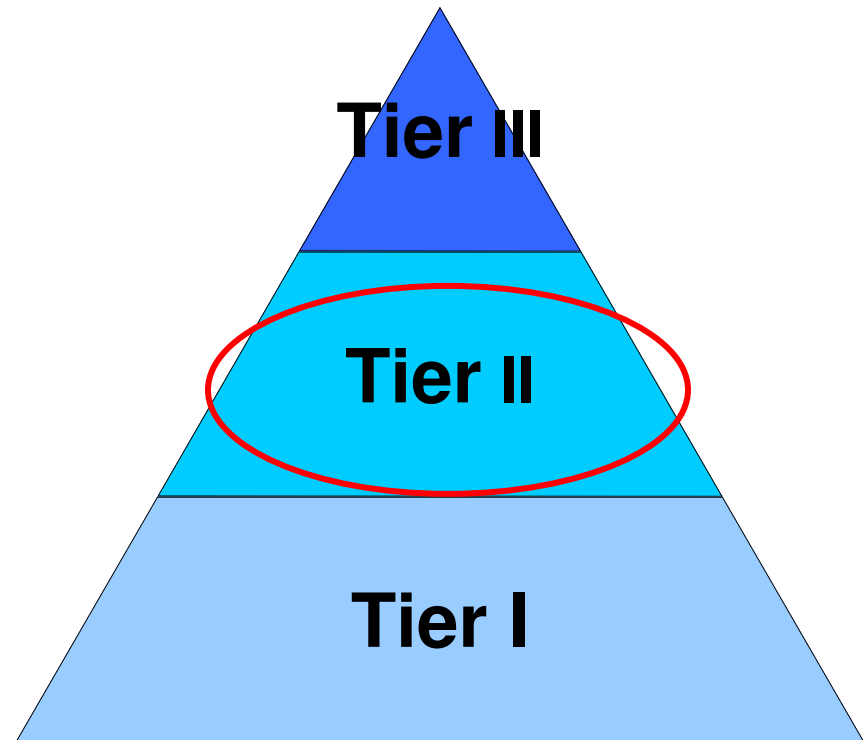
Tier 1

- Quality Instruction in the General Education Program
 - Differentiated Instruction
 - Use of a variety of methods of presenting information
 - Flexible groupings of students
 - Behavior plans
 - Extra Help Contracts
 - etc.



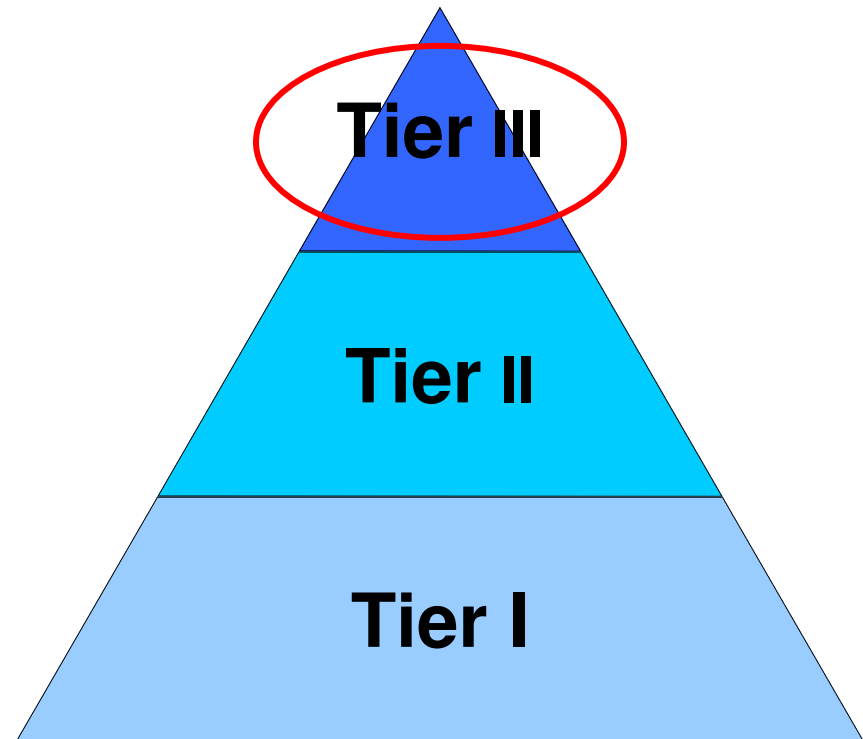
Tier 2

- Small group instruction
- Focus is on the individual
 - Can be within the classroom
 - AIS Math / ELA
 - On-target
 - Reading



Tier 3

- Individualized Instruction
- Intensive intervention and targeted to specific deficiency area
- Increased frequency and duration of intervention



The Committee on Special Education

- **Parent(s) of the student**
- **Regular education teacher of the student**
- **Special education teacher of the student**
- **School district representative who is qualified to provide or supervise special education and is knowledgeable about the general curriculum and the availability of resources of the school district (This person may also be the special education teacher/provider or school psychologist.)**
- **An individual who understands and can talk about the evaluation results and how these results affect instruction (This person may also be the special education teacher/provider, regular education teacher, school psychologist, school district representative or someone that the school district determines has knowledge or special expertise regarding the student.)**
- **School psychologist**
- **School physician (upon request)**
- **Parent member (unless the parent requests that the parent member not participate)**
- **Other people that have knowledge or special expertise regarding the student, including related services personnel as appropriate (as requested by the parent or school district)**
- **The student, if appropriate**

<http://www.vesid.nysed.gov/specialed/publications/policy/parentguide.htm#cse>

The IEP

- ✓ If your child is **eligible** for special education services and/or programs, the Committee (of which you are a member) must meet to develop a plan to meet your child's unique needs. This plan is called an **Individualized Education Program (IEP)**. Some of the requirements of the IEP are listed below.
- ✓ Your **child's name and his or her disability**.
- ✓ Your child's **current abilities, needs, and evaluation results**.
- ✓ Goals and objectives for your child to meet this school year (**annual goals**).
- ✓ **Special equipment** your child may need in school.

The IEP continued...

- ✓ Information about the **special education programs or services** your child will receive (what services, how often and how long they will be provided) to help your child meet his or her goals; and support
- ✓ your school-age child's involvement and progress in the general education curriculum.
- ✓ Special ways, if any, your child will take **tests** (such as a longer time to take tests).
- ✓ **Program modifications** for your child.
- ✓ **Supports for your child's teachers** to help implement your child's IEP.
- ✓ **How and when you will receive reports** on your child's progress.
- ✓ For teenagers, transition planning and services.
- ✓ Where services will be provided to ensure that programs reflect the **least restrictive environment**.

Least Restrictive Environment

- A child's education must be in the least restrictive environment or "LRE". **LRE** means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

In all cases, special education services should be provided in the least restrictive environment.

Referrals to the CSE

- The CSE referral requires the following:
Documentation of Pre-referral Strategies ...
 - **Level I** (Intervention, Frequency, Dates, Responsiveness [data])
 - **Level II** (Intervention, Frequency, Dates, Responsiveness [data])
 - **Level III** (Intervention, Frequency, Dates, Responsiveness [data])
 - Other Pre-referral Strategies

The Instructional Support Team

- Must be goal driven ----- positive
- Empowered to make decisions!



Constant Members: IST Chairperson, Guidance Counselor, Speech Therapist, School Psychologist, Parent

Varying Members:

Team Teachers (General and Special Education), Encore Teachers, Support Staff, Social Worker, Student

The IST Meeting

5 Minutes --- Person referring:

- _____ Identify student strengths
- _____ Explain student learning or behavioral problem
- _____ Share steps already taken to address the problem

5 Minutes ---- Team:

- _____ review existing records and information
- _____ analyze & discuss trends
- _____ assess strengths and needs
- _____ develop diagnostic questions
- _____ identify the problem
- _____ encourage parental involvement

10 Minutes --- Team:

- _____ brainstorm practical suggestions to address problem



5 Minutes --- Person Referring:

- _____ select 3 strategies that best address problem

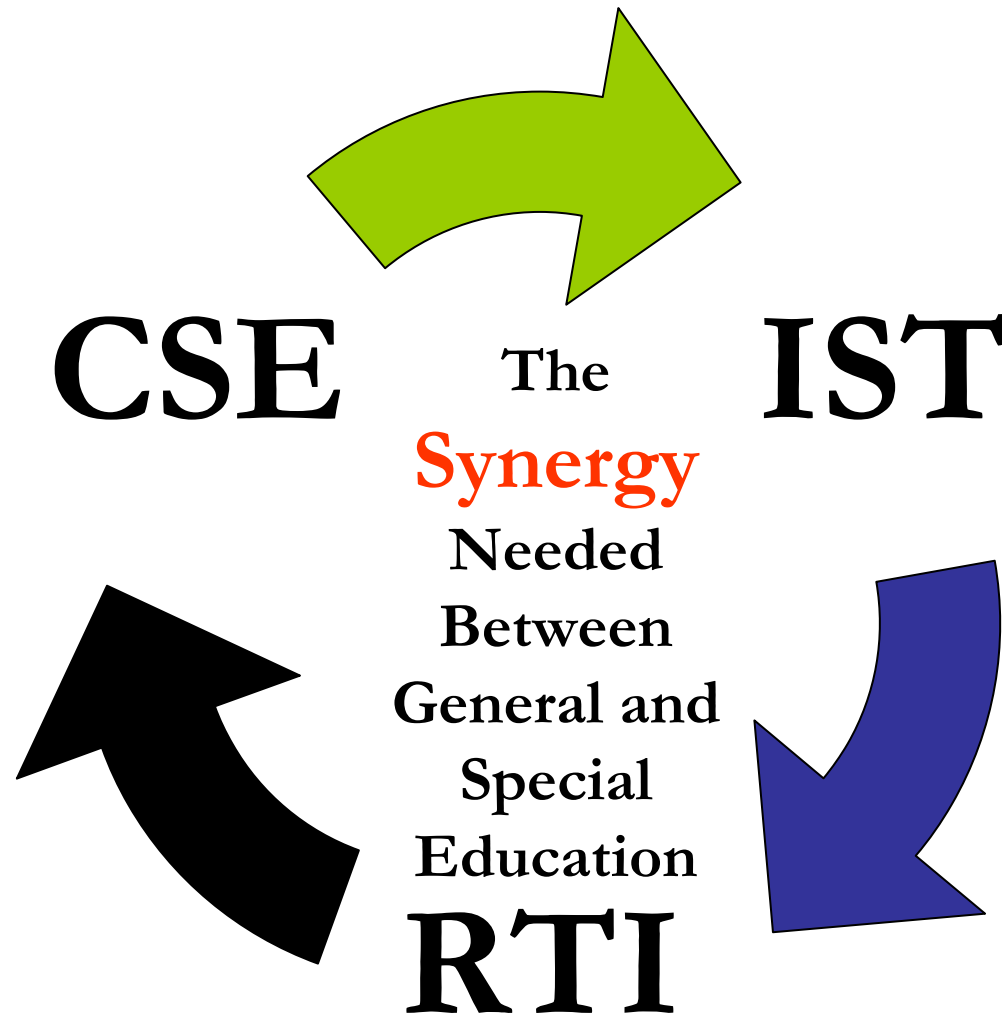
5 Minutes:

- * develop ISP
- * group assumes roles to carry out strategies
- * set date for follow up

The Instructional Support Plan

Objectives	Instructional Strategies	Frequency	Response to Intervention
 Brainstormed as a Team	 Adopted Individually		

Why Synergy?



Welcome to Holland!

